



Midway Elementary

1221 Harriett Circle
Anderson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	884 Students	
Principal	Gary Bruhjell	864-716-3800
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

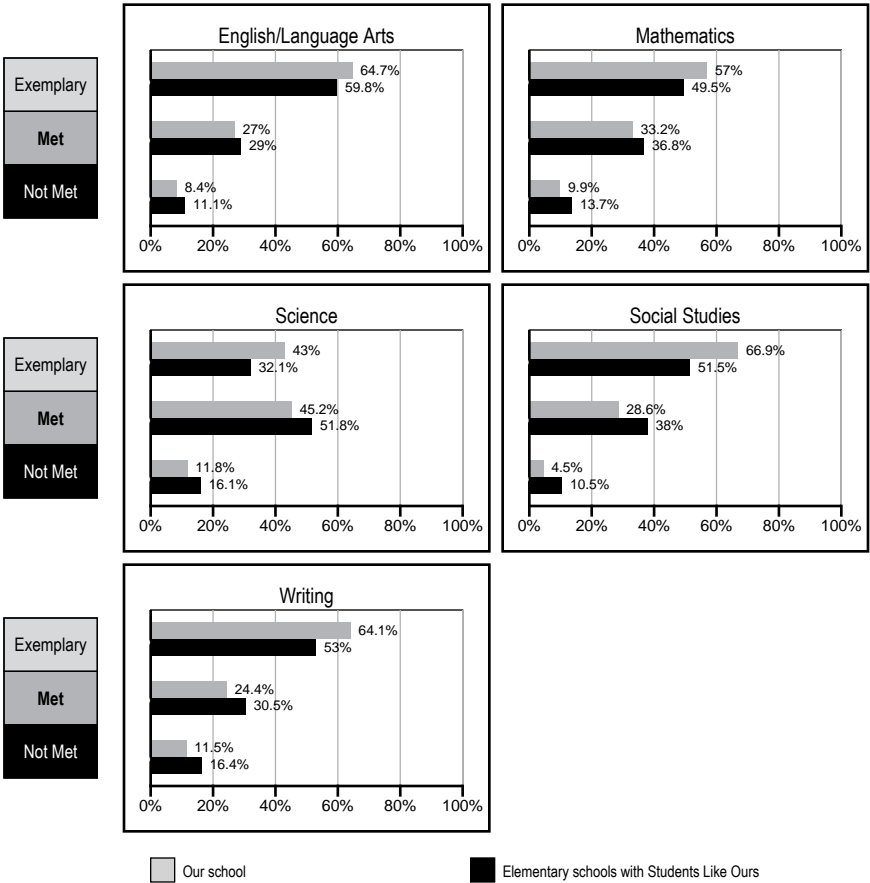
96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	2	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=884)				
First graders who attended full-day kindergarten	96.0%	Up from 93.8%	98.8%	100.0%
Retention rate	0.8%	Up from 0.6%	0.9%	1.9%
Attendance rate	96.6%	No Change	96.8%	96.3%
Eligible for gifted and talented	26.1%	Up from 20.4%	27.2%	10.0%
With disabilities other than speech	9.2%	Down from 9.3%	6.4%	7.7%
Older than usual for grade	0.1%	Down from 0.7%	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	48.5%	Up from 44.9%	66.7%	59.4%
Continuing contract teachers	79.4%	Up from 73.9%	82.5%	80.0%
Teachers with emergency or provisional certificates	1.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 89.4%	86.7%	85.9%
Teacher attendance rate	97.2%	Up from 94.7%	94.9%	95.1%
Average teacher salary*	\$44,575	Down 0.2%	\$48,221	\$47,149
Professional development days/teacher	9.1 days	Down from 10.0 days	10.4 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.5 to 1	20.5 to 1	18.8 to 1
Prime instructional time	93.4%	Up from 90.0%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,589	Up 5.0%	\$7,059	\$7,458
Percent of expenditures for instruction**	76.5%	Up from 76.3%	71.2%	68.8%
Percent of expenditures for teacher salaries**	70.7%	Down from 71.4%	67.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midway Elementary has had another outstanding year! Our community has built a tradition of educational excellence in the Anderson area. At Midway, children are held accountable to high standards of achievement, parents, and other visitors are always welcome, teachers, and staff truly care about the children, and students know how to help others by "doing the right thing."

Midway Elementary School was one of only eight schools in the state named winners of the prestigious Exemplary Writing Program Awards during the 2007-2008 school year. The award is based on an extensive evaluation of the schools' instructional programs, with a particular emphasis on the teaching of writing. "The ability to communicate in writing is absolutely crucial, whether you're at work or at home," State Superintendent of Education Jim Rex said. "These eight schools are succeeding in helping students to develop their writing skills, and they are infusing the teaching of writing into every part of their curriculum. It's a daily part of each student's work."

In their continued quest for excellence, during the 2008-2009 school year the faculty and staff at Midway applied for the Palmetto's Finest Award. Sponsored by the South Carolina Association of School Administrators and Carolina First Bank, this award is recognized as the state's top honor for schools. In the spring, Midway was one of six elementary schools in the state to be named a finalist. According to Principal Gary Bruhjell, "Palmetto's Finest schools have been spotlighted each year since 1978 for offering excellent instructional programs supported by strong family and community involvement. Midway is definitely deserving of this honor."

Also this school year, Midway received an absolute rating of "Excellent" for outstanding student achievement on the annual school report card issued by the state and received a Palmetto Gold Incentive Award from the South Carolina Department of Education. The school has earned an "Excellent" rating each year since opening its doors to the community in 2003.

In addition, Midway improved its model for gifted and talented education this year by offering opportunities for students to study engineering concepts. Three days a week, students participated in daily ELA instruction with the other two days devoted to the nationally recognized "Engineering by Design" model. In this innovative program, children are challenged through inquiry lessons and required to creatively find solutions to design problems.

Finally, after an extensive research and application process, the school received approval from the district's board of trustees to become a theme school for Science, Technology, Engineering, and Math (STEM). In the future, students at Midway Elementary School of Science and Engineering will participate in "Project Lead the Way" and other classroom activities that will require students to seek solutions to problems using ingenuity, innovation, inventiveness and imagination!

Gary Bruhjell, Principal
Julie Roberts, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	152	98
Percent satisfied with learning environment	100.0%	95.4%	94.8%
Percent satisfied with social and physical environment	100.0%	94.0%	96.9%
Percent satisfied with school-home relations	100.0%	92.1%	93.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	492	100	8.2	27.2	64.6	96.4	88.1	82.8	Yes	Yes
Gender										
Male	254	100	9.5	27.2	63.4	95.5	84.9	79.3	N/A	N/A
Female	238	100	6.9	27.2	65.9	97.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	400	100	4.6	26.2	69.2	98.5	92.9	89.5	Yes	Yes
African American	68	100	29.7	35.9	34.4	84.4	80.4	73.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	75	100	36.2	34.8	29	84.1	57	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	16.7	33.3	50	94.4	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	21.7	42.5	35.8	87.7	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	492	100	9.7	33.9	56.4	91.8	84.4	78.9	Yes	Yes
Gender										
Male	254	100	11.1	33.7	55.1	90.5	82.7	77	N/A	N/A
Female	238	100	8.2	34.1	57.8	93.1	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	400	100	6.2	33.6	60.3	95.4	90.7	87.2	Yes	Yes
African American	68	100	34.4	34.4	31.3	67.2	73.2	66.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	75	100	40.6	39.1	20.3	63.8	50.6	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	5.6	33.3	61.1	94.4	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	29.2	48.1	22.6	74.5	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	331	100	11.5	45.2	43.3	88.5	80.8	67.5
Gender								
Male	170	100	12.3	44.8	42.9	87.7	79.8	67
Female	161	100	10.8	45.6	43.7	89.2	81.8	68
Racial/Ethnic Group								
White	260	100	6.7	45.7	47.6	93.3	89.3	79.5
African American	51	100	41.7	41.7	16.7	58.3	66.2	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	53	100	47.9	27.1	25	52.1	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	18	100	6.3	62.5	31.3	93.8	82	59.6
Socio-Economic Status								
Subsided meals	84	100	27.3	59.7	13	72.7	71.3	55.1

Social Studies

All Students	324	100	4.4	29.7	65.8	95.6	84.5	72.3
Gender								
Male	163	100	5.7	29.7	64.6	94.3	83.1	71.5
Female	161	100	3.2	29.7	67.1	96.8	86	73.2
Racial/Ethnic Group								
White	272	100	2.6	28.2	69.2	97.4	89.9	80.7
African American	41	100	17.5	40	42.5	82.5	75.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	47	100	17.8	51.1	31.1	82.2	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	75	100	15.7	51.4	32.9	84.3	76.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	490	98.2	11.5	24.4	64.1	88.5	75.7	70.2	96.6	96
Gender										
Male	254	98.4	16.3	28.8	55	83.8	68.6	63.2	96.6	95.8
Female	236	97.9	6.6	19.7	73.7	93.4	83	77.5	96.6	96.1
Racial/Ethnic Group										
White	398	98.5	6.5	24	69.5	93.5	82.8	79.1	96.6	95.8
African American	68	97.1	41.3	30.2	28.6	58.7	64.3	57.6	96.6	96.2
Asian/Pacific Islander	11	90.9	I/S	I/S	I/S	I/S	86.6	86.2	96.9	97.2
Hispanic	11	100	I/S	I/S	I/S	I/S	71.1	62.6	96.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	77	88.3	52.4	23.8	23.8	47.6	30.6	26.1	95.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	22	100	22.2	22.2	55.6	77.8	68.5	61.2	96.7	96.7
Socio-Economic Status										
Subsidized meals	113	97.4	33	35	32	67	63.7	58.9	95.8	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	160	100	6.6	17.2	76.2	93.4
	4	162	100	11.3	36.3	52.5	88.8
	5	170	100	6.7	27.4	65.9	93.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	160	100	11.9	33.8	54.3	88.1
	4	162	100	11.9	38.8	49.4	88.1
	5	170	100	5.5	29.3	65.2	94.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	84	100	10.3	42.3	47.4	89.7
	4	161	100	13.2	45.9	40.9	86.8
	5	86	100	9.5	46.4	44	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	79	100	3.9	26.3	69.7	96.1
	4	161	100	5.7	29.6	64.8	94.3
	5	84	100	2.5	33.3	64.2	97.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	159	96.2	13	15.8	71.2	87
	4	162	98.8	12.7	32.9	54.4	87.3
	5	169	99.4	9.1	23.8	67.1	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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